Assessment FOR Learning
Module #9
Meaningful Student Ownership

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In partnership with the IDAHO STATE DEPARTMENT OF EDUCATION

IDAHO SYSTEM FOR EDUCATIONAL EXCELLENCE
IDAHO STATE DEPARTMENT OF EDUCATION

IN THE END, YOU WILL...

- ...understand how students can take meaningful ownership before, during, and after the learning has occurred.

- ...be able to identify a few specific strategies or approaches to allowing students that responsibility.

- ...have a clear sense of why self-assessment plays such an important role for student growth & development.

Student Ownership

- Maximize assessment impact when students are meaningfully involved.
- Ownership...
  - BEFORE: Understanding the learning goals.
  - DURING: Recognize own skill level in relation.
  - AFTER: Responsibility for goal-setting.
- Reflecting & Thinking about their own learning.
  - Metacognitive opportunities
- Tools for interaction and ownership.
  - RED – YELLOW - GREEN

The BIG Idea

Leahy, Lyon, Thompson, and Wiliam, "Classroom Assessment: Minute by Minute, Day by Day", Educational Leadership (November 2005)

" ...teachers report that students' self-assessments are generally accurate, and students say that assessing their own work helped them understand the material in a new way."

Self-Assessment v. Self Evaluation

Self-assessment:

...is formative and focuses on students being fully aware of their current status as it relates to the intended learning.

Self-evaluation:

...is summative and involves students giving themselves grades.

Before the Learning

GOALS

...direct attention to relevant behaviours or outcomes.

...lead to a clearer notion of success

★ **Challenging Goals**

"There is a direct linear relationship between the degree of goal difficulty and performance."

vs.

"Do your best" Goals

...too wide-open and easily attained.

Source: John Hattie, Visible Learning (p. 164-165)

During the Learning

What's Important?
(D. Royce Sadler, "Formative Assessment and the Design of Instructional Systems", Instructional Science, 18:119-144)

This requires that students possess...

1. An appreciation of what HIGH QUALITY work is,

2. The evaluative skill necessary for them to COMPARE the quality of what they are producing in relation to the higher standard,

3. A store of TACTICS or MOVES which can be drawn upon to modify their own work.

AFL - Checklists

- Students become an active in their own learning (and for one another).

- Identifies the required elements needed before work is submitted.

- Self-assessment while work is being produced (compare work to aspects of quality/standard).

- Peer-assessment for feedback (not grades) on how to improve the quality of what's being produced.

"The Checklist Manifesto"
(by Atul Gawande)

✳ Improve the effectiveness of teams and individuals performing complex tasks.

✳ When properly conceived and used, a checklist ensures communication and confirmation among members of a team and catches errors.

✳ Two types: (1) Read-Do (2) Do-Confirm

✳ Keep them SIMPLE, USEABLE, FLEXIBLE

"The overall effect of the use of peers as co-teachers (of themselves and others) in classes is, overall, quite powerful. If the aim is to teach students self-regulation and control over their own learning then they must move from being students to being teachers of themselves."

-John Hattie, p. 186
Visible Learning

After the Learning

What's Next?

- Assessment FOR Learning Strategies
  - Classroom assessment strategies that blend assessment, instruction, & feedback.
  - Common Assessments
  - Hinge Questions (Dylan Wiliam)

Questions/Connections...

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